

DOCUMENT RESUME

ED 048 217

SP 007 131

TITLE latin and Greek; Intermediate and Senior.
INSTITUTION Ontario Dept. of Education, Toronto.
PUB DATE 69
NOTE 35p.

EDRS PRICE MF-\$0.65 HC-\$3.29
DESCRIPTORS *Curriculum Guides, *Greek, *Languages, *Latin,
*Secondary Grades

ABSTRACT

GRADES OR AGES: Secondary grades. SUBJECT MATTER: Latin and Greek. ORGANIZATION AND PHYSICAL APPEARANCE: The guide is divided into seven chapters, each of which is in straight-text or list form. It is offset printed and staple-bound with a paper cover. OBJECTIVES AND ACTIVITIES: General objectives for the 3-year course are outlined in a brief introductory chapter. Other short sections describe types of activities that might be used, such as study of Roman life, reading, oral work, and translation. Subsequent chapters give a short description of a typical program for each of the 3 years, and a section on course content lists grammar forms to be studied at each level. INSTRUCTIONAL MATERIALS: The last 20 pages of the guide contain an annotated list of books, including dictionaries, readers, anthologies, history, historical fiction, and textbooks, and an annotated list of materials other than books, which includes 16mm films, filmstrips, wall maps, and study prints. STUDENT ASSESSMENT: No provision. (RT)

ED048217

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRO-
DUCED EXACTLY AS RECEIVED FROM
THE PERSON OR ORGANIZATION ORIG-
INATING IT. POINTS OF VIEW OR OPIN-
IONS STATED DO NOT NECESSARILY
REPRESENT OFFICIAL OFFICE OF EDU-
CATION POSITION OR POLICY.

LATIN AND GREEK



Ontario Department
of Education



1969

Intermediate
Senior

P007131

CONTENTS

GENERAL	1
General perspective	2
DETAILS OF THE PROGRAM	2
Techniques	2
Reading	3
Vocabulary, Forms and Syntax	3
Derivative Study	4
Roman Life	4
Oral Work	4
English to Latin Translation	4
Course Organization	5
The First Year	5
The Second Year	6
The Third Year	6
An Alternative Course	7
Course Content	8
GREEK	10
RESOURCE LIST	11

GENERAL

Recent developments in the teaching of Latin have de-emphasized translation from English to Latin in favour of a stress on reading Latin for the sake of the literature.

This outline aims to consolidate this change of emphasis in keeping with these new developments and in line with the current re-assessment of the role of Latin in the school curriculum.

Included are suggestions for a three-year program in Latin. The guidelines for the fourth year, usually grade 13, are found in Curriculum S.11(13), 1968. These two publications, therefore, replace Curriculum I & S 11, 1961.

As more flexible scheduling becomes widespread, decisions about the grade level at which a course is presented should be left to the local authority. For this reason this outline refers to years of the program, rather than to grade level. More information on this point is found later.

Although it has become conventional to start Latin in grade 9 or 10, it would be possible to present a program on other bases. If for example, a start were made in grade 7 or 8, it would be advisable to adjust the pace and approach to suit the younger student.

Although these guidelines support the recent trends in the teaching of Latin, it is not the intention that they should limit those teachers who may wish to plan courses which go beyond the scope suggested. The Department is willing to assist in the interpretation of these guidelines and in any developments which may spring from them. Arrangements for workshops and other meetings with teachers may be made through the Regional Office.

<i>Region</i>	<i>Address</i>
Region 1, Northwestern	303 News Chronicle Building Water Street Port Arthur, Ontario
Region 2, Midnorthern	1349 Lasalle Blvd. Sudbury, Ontario.
Region 3, Northeastern	240 Algonquin Avenue North Bay, Ontario
Region 4, Western	1137 Western Road London, Ontario
Region 5, Midwestern	279 Weber Street North Waterloo, Ontario
Region 6, Niagara	15 Church Street, Suite 402 St. Catharines, Ontario
Region 7, West Central	40 Eglinton Avenue East Toronto 12, Ontario
Region 8, East Central	29 Gervais Drive Don Mills, Ontario
Region 9, Eastern	1082 Princess Street Kingston, Ontario
Region 10, Ottawa Valley	1825 Woodward Drive Ottawa 5, Ontario

General Perspective

The central aim in the study of Latin should be the reading of Latin literature. Much of this literature ranks with the greatest in the world and has been so much a part of the lives of many of the great writers of more recent ages that it is a pre-requisite to full understanding of the literature that follows it. While the process of reading is important, it is seldom sufficient on its own. If students are to understand the thought and content of what they read, they will have to study the history, daily life, and social conditions under which the literature was written.

In the early stages, a student will not be able to read the *Aeneid*, but he will, as he learns the elements of Latin, become familiar with a language so unlike his own that the comparisons which will inevitably be drawn between the two will shed much light on the complexities of English. Translation, which is an important part of the program, will help in this and will also encourage a precision of expression: the problem of searching for an accurate and felicitous version of a Latin original should make the student aware of the difficulties of expression in his own language.

Through the many stories which he will read in Latin during these early stages, he will learn something of the way of life and history of the Romans: this should stand him in good stead, both in his later reading of Latin literature and also in his reading of other languages.

The reading part of the program should receive support from several other aspects of the work. A student who grasps the importance of Latin as one of the basic Western languages and yet one so different from English has established a basis for a study in philology. English words of Latin derivation should also form part of the program. When a student meets a new word in English he can investigate its origin instead of simply looking up its meaning in a dictionary.

DETAILS OF THE PROGRAM

Techniques

It is essential that the techniques and methods used in the classroom reflect the central aims of the program. The great variety of techniques, drills, and exercises used should now stress the skills connected with reading, rather than those concerned with writing.

An important aspect of this teaching will be translation from Latin to English. In translating a passage into English, a student is forced to understand its meaning and also to select words which most closely express that meaning. Ultimately a student may reach the stage where he can understand written Latin without the intermediate stage of word-for-word translation into English, but in the beginning most teachers will stress precise and accurate translation.

In order to progress in reading, a student must have a thorough knowledge of the vocabulary, forms, and syntax of Latin. Naturally, much time will be spent, especially in the early years, on learning this basic material. It is important to distinguish from the very start of the program between a "reading knowledge" and a "composition knowledge" of vocabulary, forms, and constructions. These two ideas need even more differentiation than before if the student is to make real progress in reading.

One aspect of language teaching which requires special mention is the use of drill. Any learning that involves the grasping of a skill will usually involve a considerable amount of repetition. In language learning there are many opportunities for the use of drills of different types. Teachers should aim for those which have a more creative and manipulative approach than those which simply stress repetition. Drills, for example, which demand changes of form or adjustment of words to suit different contexts are probably more useful than those which involve constant repetition of declensions and conjugations.

Reading

Since Latin literature will occupy a considerable part of the student's time, he will probably profit from and enjoy a variety of approaches. He might read some passages at sight in class so that the teacher can offer direct instruction in techniques and methods. The student should do some work independently, either in school or at home, so that he may evaluate his own progress, and so that the teacher may assess his ability to handle a passage by himself. Frequently a combination of these methods is effective, with the students preparing work on their own and then working together on the translation. It may also prove effective for students to work together in small groups.

Students should not have to write out translations for all the Latin they read. Quite often they will gain more from reading ahead. Occasionally the teacher will find that the students can understand the meaning of a passage without translating it. In this case, a few brief questions will generally suffice to make sure the meaning is clear.

This variety of approaches, which some teachers have been using for some time, does not necessarily invalidate the old pattern. For instance, a careful, written translation still has value at all stages. The greatest literature contains nuances of meaning which the student can only grasp from a firm base of understanding.

Although much has been said about translation, this aspect alone is not enough. Even before he reaches the great Latin writers, the student should explore the significance of what he reads and its relevance in our own day. It is the quality of universality which keeps great literature alive. Much Latin literature raises timeless questions, such as the issue of free will in the story of Dido and Aeneas and the role of government in the orations of Cicero.

Frequently moral issues are raised. An examination of such issues can have special relevance today when there are so many questions about our attitudes and values. From the literary standpoint, students can discuss the relationship of style, form, and content, and learn to understand how these elements contribute to the effectiveness of the work being studied. The historical aspect is always important as the circumstances under which an author wrote can often shed light on the point of view which he expresses.

Vocabulary, Forms, and Syntax

In many cases, the student will meet a construction in reading which he will later be required to master in composition. Frequently the difficulties associated with a construction are found principally in the translation from English to Latin, and it will be possible to save some time by allowing the student to work only from Latin to English. For example, the meaning of *Cicero, vir amplissimus*, is readily apparent, but for a student to remember that this rather unusual phraseology must be used to express the English idea "the distinguished Cicero" is much more difficult. Similarly, the constructions involving impersonal verbs are usually much clearer in a Latin context than they are when a translation is required from the English. A similar situation prevails in a student's vocabulary. The meaning of words such as *navigo*, *fenestra*, and *frigidus* is immediately obvious, especially in context, but the student may well find it more difficult to recall the appropriate Latin words needed for translation into that language.

Derivative Study

There are many opportunities to study the relationship between English and Latin words. The most obvious way is regular attention to derivation through textbook exercises on word study. New Latin vocabulary also fosters such discussion. Also, study of the derivatives can often support the students' learning of the new Latin words. Attention to new English words met in context during class can also assist students to develop the habit of using Latin to find out the meaning of new words. Whatever method is chosen, the aim should be to enable the student to extend his English vocabulary and not simply to confirm what he already knows.

Roman Life

Students frequently find a study of the daily life of the Romans absorbing. Not only does it permit comparison between ancient and modern ways of life, but it can enhance an awareness of the Romans as people. This knowledge will be valuable as the students advance further and meet the Romans through their literature.

This is an area where students can do much of the necessary reading on their own. Frequently, such study can form the basis for short talks or group discussions. Some students may choose to illustrate their research with diagrams, pictures, or even models of Roman antiquities. Such projects can add much to the atmosphere of the classroom and can often be used subsequently as teaching aids. The success of this part of the program will depend in large measure on the extent of the resources in the library.

Oral Work

The stress on reading and the need for the student to have a thorough knowledge of Latin forms and syntax will necessitate a considerable amount of oral work. This aspect is indispensable both in building a student's understanding of the language and in fostering his appreciation of a literature that was written to be read aloud. This oral part of the work will include both reading of Latin and drills to re-inforce the learning of vocabulary, forms, and syntax.

English-to-Latin Translation

English-to-Latin translation, once dominant in the Latin course, now is considered to require about one-fifth of the time allotment. It is, moreover, aimed at supporting the student's reading and should always be related to it. Some fundamentals remain, however. If the student is to understand what he reads, he must have a basic knowledge of forms and construction.

Both assignments in composition and the time spent on correcting them should be reduced in proportion to this reduced emphasis. In addition, sentences which the student is to translate should be shorter and simpler than in former years: without considerable practice, students cannot master the complex skill of rendering long, difficult sentences in Latin.

Course Organization

In the past, most schools have started the Latin program in grade 10, although some have found that a program started in grade 9 can be richer. Under this arrangement, however, students have sometimes had difficulty in transferring from one school to another because of the difference in programs. Schools should accommodate the special needs of such students, perhaps through independent study arrangements, tutorials, or other groupings of students requiring special assistance.

The First Year

In the first year of Latin, a student should acquire a good grounding in the forms and basic constructions of the language.

Much practice will be through translation from Latin to English. Exercises can be both oral and written and can consist of short sentences to drill specific items, longer, more comprehensive practice sentences, and continuous passages telling a story. These longer passages should be introduced as soon as possible. They give excellent practice and a sense of satisfaction in the ability to read the new language.

Sometimes the reading material found in the basic textbook will be sufficient for the teacher, but he will usually make use of one or more of the many fine readers available. As the emphasis on reading continues, work in a supplementary reader becomes more important. Some suggestions about readers will be found in the bibliography.

In addition to practice in reading, students may enjoy the opportunity to use the language more creatively. Such possibilities as the use of simple playlets or free composition, within the limits imposed by a student's progress, can provide stimulating variations on the more usual activities.

Oral work has a special part to play in the work of the first year. Special care in pronunciation will give the student a good grounding for later work. In addition, the student should develop from the start a feeling for the language and an appreciation of its sounds. A good example from the teacher is probably the surest way to teach correct pronunciation.

It sometimes happens that a student takes only one year's study of Latin. For this reason it is important that the first year course should fill the needs both of students who plan to continue to more advanced work and of those for whom it will be their only year.

Wherever possible, the teacher should look for aspects of the Latin course that can be planned in conjunction with the teachers of other subjects. The key to a successful interdisciplinary approach lies in joint planning by two or more teachers. History and English are the most obvious areas but there are also possibilities for joint planning with departments that might seem far afield from Latin. Research into the feats of Roman engineers, so important in the expansion of the Roman empire, might well involve the technology departments. Roman advances in medicine and water distribution might be linked with the work of the health department. Many topics which arise in the study of Latin could be related to work in the history program.

The Second Year

The second year will naturally start with a review of the previous year's work, but this review can be integrated with a start on the new work, so that the student does not have the feeling that the first few weeks of the year consist solely of repetition. The review should include a considerable amount of reading.

Reading selections can become more interesting as the student's proficiency increases. The current approach to the teaching of Latin pre-supposes that the student will be exposed, not only to a greater number of individual Latin sentences designed to drill specific points, but also to a greatly increased experience in the reading of continuous Latin passages. Most teachers will reinforce the basic material found in the textbook with material drawn from a supplementary reader. Towards the end of the year the student may be able to read some brief extracts of unadapted Latin, both in prose and in verse. For this, he may need a reading knowledge of the subjunctive.

The course should continue to include word study and Roman life, and it is frequently possible to connect this part of the course with the reading.

As the students become more familiar with Latin, the teacher can draw upon an increasing variety of resources. Thus, if the second year course coincides with a course in ancient and mediaeval history, the teachers of history and Latin might link their programs to present similar aspects of the Roman world from different points of view. The teacher of English might relate the picture of either Shaw's or Shakespeare's Caesar with the man who emerges from the *De Bello Gallico*.

There may be ways in which students taking both art and Latin can study the contributions of the Romans in such fields as painting, architecture, and sculpture. Examination and study of artifacts from the Roman period have a special appeal and a visit to a museum can be valuable. Most students of Latin take French also, and some study of the similarities and differences between these two languages can be profitable, especially if followed by a comparison with English.

The Third Year

Once again a review of previous work will usually be found necessary. At this stage it is frequently useful to tie the review to the reading and a series of graded passages can often provide an effective bridge between the years. The work in grammar and composition should continue in the same manner as in the previous years. There is an increasing need to make sure that the level is kept reasonable: the constructions which involve the subjunctive are for the most part straightforward, but those that are obscure should not be stressed.

By this stage the student should be able to read with some facility and the literature becomes an even more important part of the course. Unless the basic textbook contains a full selection of appropriate extracts from the Latin authors, a separate reader should be used. Teachers may choose any appropriate reader. Some suggestions will be found in the bibliography section.

In planning the course, teachers should organize a series of graded selections which enable the students to read passages that are increasingly challenging during the year. The amount read will naturally vary with the level of difficulty and with the speed and intensity of treatment. It is suggested that between eight hundred and one thousand lines might be a reasonable total. A balance between prose and verse should be sought.

In prose, the selection should include some reading from Caesar and Cicero. Livy, Sallust, Nepos, Suetonius, and similar writers can often be read in close conjunction with a study of Roman history. Outside the usual spheres of history and politics, authors such as Pliny the Younger, Petronius, and Aulus Gellius can provide suitable material, although there may be some problem with vocabulary. Some mediaeval authors can also furnish interesting passages of reasonable difficulty.

In verse, the students should read some Vergil, preferably from the *Aeneid*. There are many passages from Ovid, particularly from the *Metamorphoses*, which are fairly easy to understand and would be suitable. Juvenal, Martial, Catullus, and Horace are other authors often included in this year's work.

In planning the literature to be read, teachers should aim for a compromise between a general survey and the intensive study of two or three authors. The result should give the

comprehensive view of a survey as well as the depth inherent in a more intensive study, at least in some area. Where possible, the students should help with the planning.

An Alternative Course

Students who wish to take courses which do not lead to university admission may get more benefit from a different program to the one outlined above. For these students, teachers may plan separate courses.

The aims will also be somewhat different. Students taking this work will probably have requirements with greater priority than reading unadapted Latin. They will, however, acquire a basic knowledge of the language through reading accounts of the life and thought of the Romans, and through the language experience they will acquire habits of careful thought and accuracy. Great emphasis should be placed on the relation of Latin to English, including the study of English words derived from Latin. The process of translation, especially from Latin to English, necessitates that a student search for an accurate way to express an idea in his own language.

Teachers often find that the interests and abilities of students enrolled in courses such as this differ considerably from year to year and from place to place. It is important that the details of the work be planned with the needs and interests of the students in mind. The following suggestions are of a general nature but have special application for this course:

- The legacy of the Romans in such fields as literature, language, history, law, and art should be stressed. It is suggested that at least twenty per cent of class time could be devoted to these aspects.
- As mentioned above, students in this program may not be able to read very much unadapted Latin. Reading in translation will, therefore, have a special value.
- Such supplementary topics as the following can also be used to advantage:
 - Reading of historical novels.
 - Individual reading and research.
 - Oral reports in areas of interest.
 - Project work.
 - Simple conversations in Latin.
 - Bulletin board displays.
- It is important that books of a suitable level are available to the students.

In planning such a program as this, a teacher should keep in mind some relationship to the university-oriented courses, so that transfer from one program to another can be managed through special arrangements for individual pupils.

Course Content

The following outline gives grammatical content for the first three years of the work in Latin, together with a recommendation for the assignment of individual points to particular years. The points listed should be studied fairly intensively as the common basis for reading Latin. In addition to those on the list, many others will arise in the students' reading and can be learned in context.

In planning his course, the teacher should consider the three-year program as a whole, as well as specific plans for individual years, particularly the first, which may be the only year of Latin for some students.

For convenience, the technical grammatical terms are used in this outline, but teachers need not use all of these terms in the classroom.

Basic knowledge of forms:

Suggested Level

	1st year	2nd year	3rd year
Five declensions of nouns	x		
Declension of adjectives	x		
Comparison of adjectives		x	
Basic pronouns: personal, reflexive, demonstrative,	x		
relative, interrogative	x		
emphatic		x	
indefinite pronouns and adjectives			x
Adverbs: regular and irregular formation	x		
Numerals: the most common	x		
Four conjugations of regular verbs: all forms except			
the very obscure	x	x	x
Irregular Verbs: full conjugation of the most common			
verbs	x	x	x

Syntax

Basic uses of the cases:

Nominative: as subject and predicate	x		
Genitive: with verbs, adjectives, and nouns	x	x	x
Dative: with verbs and adjectives; in idiomatic expressions such as interest and purpose	x	x	x
Accusative: with verbs and prepositions, and in phrases involving space, place and time	x	x	
Vocative	x		
Ablative: in uses with verbs (e.g. manner), adjectives (e.g. respect, comparison), and nouns (e.g. description); in phrases involving space, place and time; in Ablative Absolute	x	x	x

Adjectives:

comparison using *quam*

x

x

quam with superlative

x

Basic uses of the participles

x

Direct discourse:

Statement

x

Question

x

Command

x

Simple subordinate clauses

x

Basic uses of the subjunctive as a principal verb

x

Indirect discourse:

Statement

x

Question

x

Command

x

Subordinate clauses

x

Further clauses:

Relative clauses

x

Clauses of purpose — including relative

x

Clauses of result

x

Clauses of concession

x

Causal clauses

x

Conditional sentences

x

Gerund

x

Gerundive:

to replace a transitive gerund and in
passive periphrastic construction, (the impersonal
periphrastic use need not be taught).

x

Impersonal passive

x

GREEK

The study of Greek should be guided by the same principles as the study of Latin. The work should lead as directly as possible to the reading of the literature and thus to better understanding of the contribution of Greece to the civilized world. The arrangements which are made for the study of Greek vary from school to school, and the interests of the students may also differ. The teacher should, therefore, plan the details of courses with these varying conditions in mind.

Teachers of Greek have been following the same trend as in Latin, reducing the stress on composition and strengthening the reading program. The similarity of approach in the two programs accounts for the brevity of the following outlines.

The usual program comprises three years. Suggestions for the first two years are included here, while the guidelines for the third year will be found in Curriculum I & S 11(13).

The first year work introduces the student to the basic forms of the noun and verb and to the most straightforward constructions. By the end of the year, students should be able to read passages such as those at the beginning of *Easy Selections Adapted from Xenophon* (Philpotts and Jeram) or *Salamis* (Edwards), although many teachers will choose other books at this level. English-to-Greek translation should support the reading and provide opportunity for the students to practise the new language. Further practice in this latter aspect can come from drills and exercises which require changes in form in Greek as well as those involving translation.

The second year of Greek should include both prose and verse. The prose should be on about the same level as the graded selections in the two books mentioned above. Many teachers will want to start their students on Homer during the second year, for, although forms and vocabulary will initially be rather difficult, the structures are generally straightforward and the students meet the best known Greek author at first hand. Although teachers have usually introduced their students to Homer through the *Iliad*, they could equally well use the *Odyssey*. The verse read by the students need not be from Homer, however. A start on other Greek literature could be made through extracts from one of the dramatists. The amount of reading will naturally vary from class to class, but this part of the course should predominate.

The work in composition should support the reading and be closely related to it. A student should have a good grasp of the forms and structure of the language, but all of this knowledge will not come from composition. Much will come from the reading itself. The complex structure of the verb poses a greater problem in Greek than in Latin, and this aspect of the language will, therefore, require special care.

The Greek program should, at all stages, include a study of the life and thought of the Greeks. Their achievements in such fields as architecture and sculpture have been the standards upon which subsequent ages have built. The many accomplishments in the sciences can make a fascinating base for comparison with work in our own day.

The entire program, including both the language and the additional reading, should complement the study of the period which the student meets in other contexts. It should provide a useful background to further reading, whether in the strictly classical field or in a more general area.

RESOURCE LIST

Books

Dictionaries	12
Classical Dictionaries	12
Geography and Atlases	13
Latin Syntax and Grammar	13
Spoken Latin and Latin Verse	13
Junior Readers	14
Senior Readers	15
Readers in a Lighter Vein	16
Editions of Single Authors	17
Translations	18
Anthologies	19
Literature	20
Historical Background	21
Roman Life	24
Language and Word Study	25
Art and Archaeology	25
Mythology, Philosophy, and Religion	26
Education and Teaching	27
Textbooks	27
Historical Fiction	28

Materials others than Books

16mm Films	29
Film Strips	30
Wall Maps	31
Study Prints	33
Documents	33

Dictionaries

Langenscheidt's Shorter Latin Dictionary. Edited by S.A. Handford, London, Hodder and Stoughton, 1955 (5th edn. 1964). \$2.95.

One of the best of the many small dictionaries that are available. Recently revised, it is compact and accurate.

Lewis, C.T. and Short, C. *A Latin Dictionary.* Oxford, Clarendon Press, 1879 (reprint 1962). \$13.50.

This is the standard, large, Latin-English dictionary. There is a full discussion of the various uses of each word with a large number of examples. It is a most useful reference work which should be available to all teachers of senior Latin.

Lewis, C.T. *A Latin Dictionary for Schools.* Oxford, Clarendon Press, 1889 (reprint 1964). \$8.50.

This dictionary is a shorter version of the larger Lewis and Short. It covers all the authors usually read in schools, but gives fewer examples and a less detailed discussion of the various points.

Traupman, J.C. *The New College Latin and English Dictionary.* New York, Grosset and Dunlap, 1966. \$5.95 (also available in paperback: *The New Collegiate Latin and English Dictionary.* Bantam Books. \$0.75).

The paperback edition of this dictionary is probably within the price range of students. It does not present as wide a range of meanings as some dictionaries, but it would nevertheless be very useful. It presents both Latin-English and English-Latin sections.

Classical Dictionaries

Avery, C.B., ed. *The New Century Classical Handbook.* New York, Appleton-Century-Crofts, 1962. \$22.50.

One of the more attractive books in the group, this handbook is a valuable reference work; some illustrations, a readable style, and an attractive format all make this book suitable for student reference.

Cary, M., ed. *The Oxford Classical Dictionary.* Oxford, Clarendon Press, 1949. \$12.00.

This well known dictionary presents articles on a wide range of classical subjects. It has a scholarly tone, but many of the articles are well within the grasp of secondary school students.

Gow, J. *A Companion to School Classics.* London, Macmillan, 1891 (reprint 1958) \$2.15.

Although an older book, this *Companion* holds much helpful information. It would be a useful addition to the classroom collection.

Harvey, P., ed. *The Oxford Companion to Classical Literature.* Oxford, Clarendon Press, 1937. \$5.00.

Accounts of authors and their works are presented in this useful reference book. It is especially valuable for the historical, social, political, and religious background of the literature.

Geography and Atlases

Bunbury, E.H. *A History of Ancient Geography*. New York, Dover Publications, 1883 (reprint 1959). 2 vols. \$7.20.

While this book is highly technical and very detailed, it contains much material which is not readily available elsewhere.

Scullard, H.H. and Van der Heyden, A.A.M. *Shorter Atlas of the Classical World*. London, Methuen, 1962. \$5.75.

This book, which is a recasting of the large atlas by the same authors, does not conform to the traditional idea of an atlas. It has a limited number of maps. It does, however, contain a fine collection of photographs and a readable text which discusses the historical and geographical development of the Mediterranean world.

Thomson, J.O. *Everyman's Classical Atlas*. London, Dent, 1961. \$4.50.

A new edition of an older work, this atlas contains much useful information on ancient geography, in addition to good, though small maps.

Van der Heyden, A.A.M. and Scullard, H.H. *Atlas of the Classical World*. London, Nelson, 1959. \$18.00.

This book is far more than a collection of maps. It has a fine series of drawings, maps, and photographs explained by a readable text, and covers all areas of the classical world.

Latin Syntax and Grammar

Greenough, J.B. and others. *Allen and Greenough's New Latin Grammar*. New York, Ginn, 1931. \$6.25.

This is probably the best known, standard reference grammar.

Wilson, W.M. *An Essential Latin Grammar*. London, Macmillan, 1968. \$2.50.

The clarity of this grammar would make it a good choice for student reference, if such a book were needed. The approach is traditional, although there is a useful stress on reading, rather than writing Latin.

Woodcock, E.C. *A New Latin Syntax*. London, Methuen, 1959. \$6.95.

In this book a reasoned and logical approach is taken to Latin constructions, with readable explanatory articles, rather than a series of rules.

Spoken Latin and Latin Verse

Allen, W.S. *Vox Latina, A Guide to the Pronunciation of Classical Latin*. Cambridge, Cambridge University Press, 1965. \$3.85.

This book presents a clear, authoritative discussion of the subject and should be of great assistance to all teachers.

Hornsby, R.A. *Reading Latin Poetry*. Norman, Okla., University of Oklahoma Press, 1967. \$6.95.

This book is recommended highly. It contains an excellent discussion of many aspects of Latin poetry. Many examples are used, drawn from a wide variety of authors.

Raven, D.S. *Latin Metre, An Introduction*. London, Faber and Faber, 1965. \$8.50.

This account of the subject goes beyond the needs of a high school student, but would be a valuable book for a teacher who wants to know something of the details of Latin metre.

Junior Readers

While the division is somewhat arbitrary, the readers in this section are probably suitable for the first two years.

Burnett, D.M. *From Troy to Rome*. London, G. Bell, 1967. \$1.00.

The story of Troy is told at a level of difficulty appropriate to the second half of the first year.

Chambers, R.L. and Robinson, K.D. *Septimius*. London, Oliver & Boyd, 1960. \$1.70.

Although written for younger readers, this book has been used successfully with classes of older beginners.

Cobban, J.M. and Colebourn, R. *Civis Romanus*. London, Methuen, 1963. \$1.50.

The content is varied and interesting, with a good balance between the daily life of the Romans and the development of the Roman state. It would be extremely useful in the first and second years.

Croft, A.M. *Fabulae Antiquae*. London, G. Bell, 1918. \$0.75.

This reader presents mythology at a reasonable level of sophistication. Grammar is kept simple but the vocabulary range is wide.

Milne, J.M. *Easy Latin Readings*. London, Harrap, 1926. \$0.55.

A mainly military content may reduce the appeal of this book, but it would have some use in the first and second year. The Latin is good and the book might be a useful source of passages for reading at sight.

Ritchie, F. *Fabulae Faciles*. London, Longmans, 1937. \$1.70.

Mythology is presented in a mature way, but with a fairly heavy demand on the student's knowledge of grammar. The book would probably be most useful late in the second or early in the third year, but the subject matter might be less appealing by that stage than material available elsewhere.

Robinson, C.E. and Hunter, P.G. *Roma*. Cambridge, University Press, 1938. \$1.45.

A brief introduction to Latin authors and Roman history is presented through material adapted from Livy, Pliny, and Tacitus. The grammar becomes quite complicated at an early stage and most of the book would be difficult before late in the second year.

Spencer, J.G. *Scalae Primae*. London, G. Bell, 1900. \$0.65.

This useful reader presents a wide variety of content and would be suitable for both first and second year. The early stories are told through single sentences. Towards the end of the book, simple subjunctives are introduced.

Taylor, B.C., Prentice, K.E., and Lambert, G.R. *The Dolphin Latin Reader*. Toronto, J.M. Dent, 1967. \$3.00.

This excellent reader was written with the first and second year of Latin in mind. It presents a wide variety of interesting stories from all stages of Latin literature. Helpful notes and vocabulary and an imaginative series of illustrations make this a most attractive book.

Vincent, C.J. *A First Latin Reader*. Oxford, Clarendon Press, 1948. \$1.00.

The rise of Rome and the invasion of Britain form the basis for this easy reader. Full introductions help the student learn the story of Rome. The book would be suitable in the first year since the constructions and vocabulary are elementary.

Senior Readers

The readers in this section vary greatly in level of difficulty. The more advanced the reader, the more difficult it is to place it at a specific level. Some would be quite straightforward for the third year Latin student, while others would be challenging even for a student in his fourth year. Some idea of the level of difficulty is suggested in the notes, but space precludes extensive comment. Those listed here are books which contain a variety of selections from several sources. Editions of individual authors appear later. All these books contain vocabularies unless there is a note to the contrary.

Bailey, S.K., ed. *Roman Life and Letters*. London, Macmillan, 1959. \$1.75.

This advanced reader presents selections from a wide variety of authors. The Latin would be suitable for a good senior student and the topics treated could well lead to further study about the private life of the Romans.

Balme, M.G. and Warman, M.S. *Aestimanda*. London, Oxford University Press, 1965. \$1.90.

The subtitle "Practical Criticism of Latin and Greek Poetry and Prose" indicates the scope of this book. Not all the material in it would be useful in its present form, but the ideas suggested are so helpful that the book should not be overlooked. The book contains many questions which could lead to a deeper appreciation of poetry and prose. No vocabulary is included.

Baty, C.W. ed. *A Third Year Latin Reader*. London, Oxford University Press, 1935. \$1.10.

This selection of passages, taken mainly from Livy, Caesar, Cicero, and Pliny, presents largely military and political topics. Less attractive in format than some readers, this book presents, nevertheless, a good choice of material.

Breslove, D., ed. *A Latin Reader for Canadian Schools*. Toronto, Copp Clark, 1959. \$3.00.

Caesar, Pliny, Livy, and Cicero are presented in the prose sections of this book, Ovid and Vergil in the verse. A considerable variety is exercised in choice of passages. Footnotes and introductions are full. The book is especially useful in the third year.

Breslove, D. and others. *Latin Prose Selections for Grade XIII* and *Latin Poetry Selections from Grade XIII*. Toronto, Nelson, 1948. \$2.50 each.

These two texts served for many years as the only readers in grade 13. They present a wide variety of passages from the major classical authors.

Cobban, J.M. *Pax et Imperium*. London, Methuen, 1955. \$1.50.

The topical approach is taken in this reader so that the student can read a series of passages on the role of the citizen or the administration of the Empire. A short selection of poetry shows how the poets supported the regime.

Drake, G. *Latin Readings and More Latin Readings*. Glenview, Ill., Scott, Foresman, 1965. \$2.40.

These intermediate rapid readers have an interlinear vocabulary and are designed to enable students to develop reading speed and facility. The sources vary from classical to mediaeval and the books should prove interesting for students. They might be suitable for independent reading.

Fratton, David G. *Aere Perennius*. London, Macmillan, 1968. Paperback, \$1.95.

This book contains many suggestions for the teaching of Latin literature. Footnotes are kept to a minimum and the vocabulary includes less common words only.

Freeman, C.E., ed. *Latin Poetry from Catullus to Claudian*. Oxford. Clarendon Press, 1919. \$1.70.

This anthology is presented in a traditional form but has a useful selection.

Gardner, J.W. *Tertius Annus*. London, Oxford University Press, 1963. \$1.50.

Extracts from Livy, Caesar, Cicero, and Pliny are presented in an attractive format with some short verse passages at the end. Introductions are short but direct. Footnotes are sparse.

Hammond, M. and Amory, A., ed. *Aeneas to Augustus*. Cambridge, Mass., Harvard University Press, 1967. Paperback, \$7.00.

This book is designed for college students but would have some application in senior work. The extracts are graded and the notes are full and helpful.

Harrison, F.E., ed. *Millennium*. London, Oxford University Press, 1968. \$3.50.

Mediaeval writers from St. Jerome to Petrarch provide the great variety of passages presented here. The unfamiliar idiom of mediaeval Latin would make some of the passages difficult, even for the senior student, but there are parts of the text which would be interesting and within his range. No vocabulary is provided.

Hawthorn, J.R. and MacDonald, C., ed. *Roman Politics, 80-44 B.C.* London, Macmillan, 1960. \$1.65.

This reader presents a series of extracts from republican writers, together with a connecting text. Although rather difficult for students, some of the material is useful.

Morford, M.P.O., ed. *A New Latin Reader*. London, Longmans, 1962. \$1.80.

This selection of prose and verse passages ranges from Caesar to Martial and then into mediaeval Latin. The passages are not unreasonably difficult and the book would probably be suitable for both the third and fourth years.

Morris, S., ed. *Fons Perennis*. London, Harrap, 1962. \$1.80.

This mediaeval reader contains passages from a wide selection of sources. Some of the earlier passages could be read in the second year, but later parts of the book would only be suitable for senior students.

Taylor, B.C. and Prentice, K.E. *Selected Latin Readings*. Toronto, Dent, 1953. \$2.55.

This book is especially suitable for the third year of Latin. It contains extracts from the major classical authors. The prose is edited to eliminate the most difficult constructions.

Terry, J.H., ed. *Latin Reader*. London, Longmans, 1958. \$1.60.

Although the passages are rather short, good introductions overcome some of this disadvantage. The range of authors is wide.

Wheelock, F.M., ed. *Latin Literature, a Book of Readings*. New York, Barnes and Noble, 1967. \$2.75.

This paperback college reader might be useful for supplementary work. It contains prose and verse from a wide variety of sources. The notes and vocabulary are helpful.

Young, B.W.M. *Via Vertendi*. London, Longmans, 1962. \$1.80.

This course in sight translation permits application at three levels. Although it tends to consider a passage of Latin a puzzle rather than a paragraph of literature, it could be very useful as a source book for supplementary work. No vocabulary is provided.

Readers in a Lighter Vein

The following books are not intended to provide serious classroom material for the present course, but they may appeal to both teachers and students and expose students to some extra Latin in an informal way.

Carroll, L. *Alicia in Terra Mirabili*. Translated from the English by C.H. Carruthers. London, Macmillan, 1964. \$3.25.

Leaf, M. *Ferdinandus Taurus*. Translated from the English by E. Hadas. London, Hamish Hamilton, 1962. \$3.35.

Potter, B. *Fabula De Jemima Anate-Aquatica*. Translated from the English by J. Musgrove. London, F. Warne, 1965. \$1.25.

Potter, B. *Fabula Petro Cuniculo*. Translated from the English by E.P. Walker. London, F. Warne, 1962. \$1.25.

Watson, C.P. *Fabulae Aesopi*. London, Faber and Faber, 1965. \$1.35.

Editions of Single Authors

Bede. *Historia Ecclesiastica, a Selection*. Edited by F.W. Garforth. London, G. Bell, 1967. \$2.90.

This book would probably be useful in a senior class where a considerable amount of mediaeval Latin was being read. No vocabulary is provided.

Catullus. *Catullus, A Commentary*. Edited by C.J. Fordyce. Oxford, Clarendon Press, 1961. \$5.00.

This book presents the Latin text with notes and commentary. It is the fullest book of its kind available. No vocabulary is provided.

Catullus. *Selections from the Poems*. Edited by F. Kinchin Smith and T.W. Melliush. London, Allen and Unwin, 1942. \$1.70.

This is an excellent school edition of Catullus.

Cicero. *The Thought of Cicero*. Edited by S.J. Wilson. London, G. Bell, 1965. \$2.25.

This book is more difficult than most listed in this section. No vocabulary is provided.

Cicero. *Cicero on Himself*. Edited by N. Fullwood. London, G. Bell, 1950. \$1.10.

All the books in the series "On Himself" present an imaginative selection from a wide variety of sources. Extracts tend to be short, but connecting passages are generally good.

Horace. *Horace on Himself*. Edited by A.H. Nash-Williams. London, G. Bell, 1939. \$1.20.

Livy. *The Growth of Rome*. Edited by C.P. Watson. London, Faber and Faber, 1967. \$2.00.

Livy. *Scipio Africanus*. Selections edited by T.A. Buckney. London, G. Bell, 1965. \$1.30.

Lucretius. *Selections from Lucretius*. Edited by G.E. Benfield and R.C. Reeves. London, Oxford University Press, 1967. \$3.00.

Lucretius. *Lucretius on Matter and Man*. Edited by A.S. Cox. London, G. Bell, 1967. \$1.90.

Martial. *Martial and his Times*. Edited by K.W.D. Hull. London, G. Bell, 1967. \$1.95.

Ovid. *Ovid's Metamorphoses, an Anthology*. Edited by J.E. Dunlop. London, G. Bell, 1961. \$1.40.

Ovid. *Ovid on Himself*. Edited by J.A. Harrison. London, G. Bell, 1965. \$1.40.

Ovid. *Selections*. Edited by C.E. Freeman. Oxford, Clarendon Press, 1917. \$1.30.

This older edition is still valuable as it presents a useful selection from the major works.

Plautus. *Three Plays from Plautus*. Adapted by Stephen Allott. London, G. Bell, 1966. \$1.50.

Plautus. *Plautus for Reading and Production*. Edited by A.G. Gillingham and E.C. Baade. Glenview, Ill., Scott, Foresman, 1965. \$2.65.

This interesting edition of three plays of Plautus presents text, vocabulary, and detailed suggestions for staging.

Pliny. *Pliny on Himself*. Edited by H.A.B. White. London, G. Bell, 1965. \$1.40.

Pliny. *Fifty Letters of Pliny*. Edited by A.N. Sherwin White. London, Oxford University Press, 1967. \$3.00.

Sallust. *Catiline*. Edited by A.T. Davis. London, Oxford University Press, 1967. \$1.90.

Tacitus. *Agricola*. Edited by R.M. Ogilvie and I. Richmond. Oxford, Clarendon Press, 1967. \$4.25.

This is a detailed edition which would probably be too difficult for all but the most capable students. No vocabulary is provided.

Vergil. *The Story of Camilla*. Edited by B. Tilly. Cambridge, Cambridge University Press, 1956. \$1.10.

This edition contains extracts from Books 7 and 11 the *Aeneid*.

Vergil. *The Story of Pallas*. Edited by B. Tilly. Cambridge, Cambridge University Press, 1961. \$1.30.

This edition presents extracts from Books 8, 10, 11, and 12 of the *Aeneid*.

Vergil. *Aeneid Book II*. Edited by R.G. Austin. Oxford, Clarendon Press, 1964. \$3.75.

Vergil. *Aeneid Book III*. Edited by R.G. Williams. Oxford, Clarendon Press, 1962. \$3.15.
 Vergil. *Aeneid Book IV*. Edited by R.G. Austin. Oxford, Clarendon Press, 1955. \$3.15.
 Vergil. *Aeneid Book V*. Edited by R.D. Williams. Oxford, Clarendon Press, 1960. \$3.35.
 Vergil. *Aeneid Book VI*. Edited by R. Fletcher. Oxford, Clarendon Press, 1948. \$2.10.
 The preceding five books in the new Oxford series are excellent commentaries. Book II and IV are especially useful.

Translations

Catullus. *Odi et Amo, The Complete Poetry*. Verse Translation by R.A. Swanson. Indianapolis, Bobbs-Merrill, 1959. Cloth, \$4.25. Paperback, \$1.50.

Catullus. *The Complete Poetry*. Verse translation by F.O. Copley. Ann Arbor University of Michigan Press, 1964. Paperback, \$2.15.

Caesar. *The Conquest of Gaul*. Translated by S.A. Handford. London, Penguin Books, 1951. Paperback, \$0.85.

Caesar. *The War Commentaries of Caesar*. Translated by Rex Warner. New York, New American Library, 1960. Paperback, \$0.95.

Cicero. *Nine Orations and the Dream of Scipio*. Translated by Palmer Bovie. New York, New American Library, 1967. Paperback, \$1.25.

This collection includes the Fourth Verrine, all four Catilinarians, and several other speeches.

Horace. *The Odes of Horace*. Latin text with verse translation by J. Michie. New York, Washington Square, 1965. Paperback, \$0.90.

Horace. *The Collected Work of Horace*. Translated by Lord Dunsany and M. Oakley. London, Dent. \$3.15.

Juvenal. *The Satires of Juvenal*. Verse translation by Rolfe Humphries. Bloomington, Ind., Indiana University Press, 1958. Paperback, \$1.90.

Juvenal. *The Satires of Juvenal*. Verse translation by H. Creekmore. New York, New American Library, 1963. Paperback, \$0.75.

Livy. *The War with Hannibal*. Translated by A. de Selincourt. London, Penguin Books, 1965. Paperback, \$1.85.

Lucretius. *The Way Things Are. The De Rerum Natura* translated by Rolfe Humphries. Bloomington, Indiana, Indiana University Press, 1968. \$9.00.

Lucretius. *On the Nature of Things*. Verse translation by W.E. Leonard. New York, Dutton, 1957. Paperback, \$1.40.

Ovid. *Metamorphoses*. Prose translation by M. Innes. London, Penguin Books, 1955. Paperback, \$1.65.

Ovid. *Metamorphoses*. Verse translation by Rolphe Humphries. Bloomington, Indiana University Press, 1955. Paperback, \$2.25.

Plautus *Six Plays of Plautus*. Prose translation by L. Casson. New York, Doubleday Anchor, 1963. Paperback, \$1.65.

Pliny. *The Letters of the Younger Pliny*. Translated by B. Radice. London, Penguin Books, 1963. Paperback, \$1.25.

Plutarch. *Lives of Nine Illustrious Greeks and Romans*. The Dryden-Clough translation edited by W. Clausen. New York, Washington Square, 1964. Paperback, \$0.60.

This collection includes the lives of Cato the Elder, Tiberius Gracchus, Marius, Cicero, Caesar, and Anthony.

Plutarch. *Makers of Rome*. Translated by I. Scott-Kilvert. London, Penguin Books, 1965. Paperback, \$1.65.

This collection includes lives of Fabius Maximus, Cato the Elder, the Gracchi, Brutus, and Anthony.

Plutarch. *The Fall of the Roman Republic*. Translated by Rex Warner. London, Penguin Books, 1958. Paperback, \$1.35.

This collection contains the lives of Marius, Sulla, Crassus, Pompey, Caesar, and Cicero.

Tacitus. *The Annals and The Histories*. The Church — Brodribb translation edited and abridged by H. Lloyd-Jones. New York, Washington Square, 1964. Paperback \$0.90.

Tacitus. *The Annals of Tacitus*. Translated by D.R. Dudley. New York, New American Library, 1966. Paperback, \$0.95.

Vergil. *Aeneid*. Verse translation by F.O. Copley. Indianapolis, Bobbs-Merrill, 1965. Paperback, \$2.30.

Vergil. *Aeneid*. Verse translation by T.H. Delabère-May. New York, Bantam Books, 1961. Paperback, \$0.75.

Vergil. *The Aeneid*. Verse translation by Patrick Dickinson. New York, New American Library, 1961. Paperback, \$0.75.

Vergil. *Aeneid*. Verse translation by Rolfe Humphries. New York, Scribners, 1951. \$5.00; Paperback, \$2.10.

Vergil. *Aeneid*. Verse translation by C. Day Lewis. New York, Doubleday Anchor, 1953. Paperback, \$1.10.

Vergil. *The Voyage of Aeneas*. Translation of Books I — VI of the Aeneid by D.A.S. John and A.F. Turberfield. London, Macmillan, 1968. \$3.25.

This readable translation has a useful introduction and helpful notes which will be especially valuable for student use.

All the authors read in high school, as well as most other classical writers, appear in the Loeb Classical Library. These useful reference books present the Latin on the left hand page with a parallel English prose translation opposite. They may be obtained from Harvard University Press at \$4.95 each.

Anthologies

Brittain, F., ed. *The Penguin Book of Verse*. London, Penguin Books, 1962. Latin text with prose translation. Paperback, \$1.65.

The selections are taken from a wide range of authors from the Classical period up to the 20th century.

Casson, L., ed. *Classical Age*. New York, Dell, 1965. Paperback, \$0.95.

This large anthology presents long extracts from classical authors.

Guterman, N. *A Book of Latin Quotations*. New York, Anchor Books, 1966. \$1.75.

Useful indexes make this book very useful for the Latin teacher and student.

Hadas, M. and Suits, T., ed. *Latin Selections*. New York, Bantam Books, 1961. Latin text with prose translation. Paperback, \$0.95.

This "Dual-Language" book contains extracts from eleven authors. It might have relevance for a senior student trying to improve his reading.

Lind, L.R., ed. *Latin Poetry in Verse Translation*. Boston, Houghton Mifflin, 1957. Paperback, \$1.65.

This valuable anthology presents a great variety of extracts with all the best-known poetry represented. The selections cover all periods from early times to the Renaissance.

Wilding, L.A. and Wilding, R.W.L., ed. *A Classical Anthology*. London, Faber and Faber, 1955. \$5.00.

This selection of Latin and Greek passages with translations opposite presents a good selection of writing from the classical period. Translations are clear and straightforward.

Literature

Adcock, F.E. *Caesar as a Man of Letters*. Cambridge, Cambridge University Press, 1956. Although out of print at the time this booklist was prepared, this valuable book may be available in libraries.

Bowra, C.M. *From Virgil to Milton*. London, Macmillan, 1963. \$4.25. Also available in paperback, \$3.00.

This book traces the epic tradition from Italy to England. Scholarly and detailed, it makes considerable demands on the reader, but would be valuable for the senior student or teacher exploring the relationship between Latin and English literature.

Clarke, M.L. *Rhetoric at Rome*. London, Routledge and Kegan Paul. \$5.40.

This specialized book is one of the few that presents a detailed account of Cicero's style and his place in Roman rhetoric.

Collinge, N.E. *The Structure of Horace's Odes*. London, Oxford University Press, 1961. \$3.75.

Commager, S. *The Odes of Horace*. New Haven, Yale University Press, 1962. \$9.50.

This readable discussion of the subject contains some sensitive translations.

Distler, P.F. *Vergil and Vergiliana*. Chicago, Loyola University Press, 1966. \$5.50.

This book provides useful background to the study of Vergil.

Fraenkel, E. *Horace*. Oxford, Clarendon Press, 1957. \$10.00. Also available in paperback, \$2.75.

This highly technical discussion of Horace's poetry would appeal to teacher rather than to student. It has particular value for the discussions of some of the more difficult poems.

Grant, M. *Roman Literature*. London, Penguin Books, 1958. Paperback. \$1.65.

This is one of the more useful of the general literary histories.

Harrison, G.B., ed. *Julius Caesar in Shakespeare, Shaw and the Ancients*. New York. Harcourt, Brace and World, 1960. Paperback, \$2.70.

In addition to the text of the Shakespeare and Shaw plays, the editor gives extracts from the work of Plutarch (in the translation which Shakespeare himself used), Cicero, Suetonius, and Appian, as well as some of Caesar's own writing. These extracts shed considerable light on Caesar as various people saw him.

Hight, G. *Poets in a Landscape*. New York, Knopf, 1957. \$8.75.

This perceptive study of the major Latin poets and the country they knew is a very useful book for both teachers and students.

Otis, B. *Virgil, A Study in Civilized Poetry*. Oxford, Clarendon Press, 1964. \$7.50.

One of the best general discussions of Vergil, this book is technical but readable. Its main value would be for the teacher, but senior students might find it helpful also.

Owen, E.T. *The Story of the Iliad*. Toronto, Clarke, Irwin, 1946. Paperback, \$1.45.

Perret, Jacques. *Horace*. New York, New York University Press, 1964. \$5.00; paperback, \$1.95.

Putnam, M.C.J. *The Poetry of the Aeneid*. Cambridge, Mass., Harvard University Press, 1965. \$5.50.

This sensitive, detailed account will be especially valuable for teachers and senior students.

Quinn, K. *Latin Explorations*. London, Routledge and Kegan Paul, 1963. \$6.30.

Several sections of this attractive book of essays are relevant to senior work. The sections on Dido, on the dramatic monologue in Horace's *Odes*, and on the short Latin poem form will be of special interest.

Quinn, Kenneth. *Virgil's Aeneid: a Critical Description*. London, Routledge and Kegan Paul, 1968. \$9.50.

This helpful analysis would be useful for the teacher or senior student.

Rolfe, J.C. *Cicero and his Influence*. New York, Cooper Square, 1930. \$3.75.

This is a volume in the series "Our Debt to Greece and Rome".

Rose, H.J. *A Handbook of Latin Literature*. London, Methuen, 3rd edn. \$8.50; paperback, \$4.95.

This book presents a useful, literary history.

Storrs, R., ed. *Ad Pyrrham*. London, Oxford University Press, 1959. \$4.25.

This highly specialized book includes translations into many languages of only one poem, Horace, *Odes* I, 5. It is especially valuable in any study involving a comparison of translations.

Walsh, P.G. *Livy, His Historical Aims and Methods*. Cambridge, Cambridge University Press, 1961. \$7.65.

West, David. *Reading Horace*. Edinburgh, Edinburgh University Press, 1967. \$5.75.

Wilkinson, L.P. *Golden Latin Artistry*. Cambridge, Cambridge University Press, 1962. \$9.35.

This book presents a readable, detailed discussion of the technical aspects of Latin poetry and prose. It covers the sounds, rhythms, and structure of the language and would be useful to the teacher and senior student in dealing with the appreciation of Latin.

Wilkinson, L.P. *Horace and his Lyric Poetry*. Cambridge, Cambridge University Press, 1956. Paperback, \$1.75.

This useful book, long out of print, is available again.

Wilkinson, L.P. *Ovid Surveyed*. Cambridge, Cambridge University Press, 1962. \$2.75.

This book is an abbreviated version of *Ovid Recalled* by the same author. It discusses Ovid's poetry with sensitivity and is a useful resource book.

Historical Background

Abbott, F.F. *Roman Politics*. New York, Cooper Square, 1963. \$3.75.

This interesting discussion of some of the problems of Roman politics makes comparisons between modern and ancient politics. It is in the series, "Our Debt to Greece and Rome".

Bailey, C., ed. *The Legacy of Rome*. Oxford, Clarendon Press, 1923. \$5.00.

Although this is an older book, the essays in it, on a wide variety of topics, are still useful.

Barrow, R.H. *The Romans*. London, Penguin Books, 1949. Paperback, \$0.85.

This book is an informative introduction to the Romans, their way of life, and their civilization.

Bloch, R. *The Origins of Rome*. London, Thames and Hudson, 1964. \$9.25.

This is a volume in the series, "Ancient Peoples and Places".

Bloch, R. *The Etruscans*. London, Thames and Hudson, 1958. \$9.25.

This is a volume in the series "Ancient Peoples and Places".

Boak, E.R. and Sinnigen, W.G. *A History of Rome to A.D. 565*. New York, Macmillan, 1965. \$10.00.

This is one of the most readable of the standard histories and would be a very useful book.

Boardman, J. *The Greeks Overseas*. London, Penguin Books, 1964. Paperback, \$1.35.

The overlap between the Greeks and the Romans is an especially interesting part of this account. It also provides some insight into the methods of the modern archaeologist.

Boren, H.C. *The Roman Republic*. Princeton, N.J., Van Nostrand, 1965. Paperback, \$1.75.

This small book presents both a brief general history and a selection of relevant source passages.

Brady, S.G. *Caesar's Gallic Campaign*. Harrisburg, Pa., Stackpole, 1947. \$4.50.

This book presents a useful military analysis of the campaign. Read in conjunction with the book by Fuller it would be especially useful.

Brunt, P.A. and Moore, J.M., ed. *Res Gestae Divi Augusti*. London, Oxford University Press, 1967. \$1.60.

This Latin text contains notes, commentary, and translation.

Burn, A.R. *Agricola and Roman Britain*. London, English Universities Press, 1953. \$2.25.
While much of this book deals with a later period, the early sections would be useful as a background to the study of Caesar's invasion.

Charlesworth, M.P. *The Roman Empire*. London, Oxford University Press, 1951. Paperback, \$1.50.

This book is an especially useful short account of the growth of the empire.

Corney, L. *The Story of Ancient Rome*. London, Arnold, 1964. \$3.25.

This history was written for the younger reader, but would be useful for beginners in Latin. It tells the story of Rome from earliest times until its collapse.

Cottrell, L. *Enemy of Rome*. London, Evans. \$7.70. Paperback, Pan Books, \$0.85.

A trip along Hannibal's route from Spain to Italy forms the basis for this interesting and readable account of Rome's greatest enemy.

Cowell, F.R. *Cicero and the Roman Republic*. London, Penguin Books, 1956. \$1.85.

This is a useful account of Cicero's life and times.

Dorey, T.A. ed. *Cicero*. London, Routledge and Kegan Paul, 1964. \$6.30.

This book would be useful both in reading Cicero and in studying his influence on later writers.

Dorey, T.A., ed. *Latin Historians*. London, Routledge and Kegan Paul, 1966. \$6.30.

The chapters on Caesar and Livy would be the most useful in this collection of essays.

Dudley, D.R. *The Civilization of Rome*. New York, New American Library, 1960. Paperback, \$0.95.

A readable and informative account of the topic is presented in this paperback.

Durant, W. *Caesar and Christ*. New York, Simon and Schuster, 1944. \$12.50.

Volume III in the "Story of Civilization" series is an easily readable account. It would be useful for student reference.

Ehrenberg, V. and Jones, A.H.M. ed. *Documents Illustrating the Reigns of Augustus and Tiberius*. Oxford, Clarendon Press, 1954. \$4.25.

A book for the teacher who wants to enrich his classes with the reading of inscriptions. It contains a wide variety and a number are quite easy to translate. Latin and Greek texts are presented without translation.

Foster, G. *Augustus Caesar's World*. New York Scribner, 1947. \$7.50.

This attractive and well-illustrated book provides a picture of life and times in the reign of Augustus.

Fuller, J.F.C. *Julius Caesar: Man, Soldier and Tyrant*. London, Methuen. \$7.95.

Written by an experienced military historian, this gives a useful account of Caesar.

Glover, T.R. *The Ancient World*. London, Penguin Books, 1944. \$1.35.

This account shows the relationship between the Greeks and the Romans especially well.

Gough, M. *The Early Christians*. London, Thames and Hudson, 1961. \$9.25.

This is a volume in the series, "Ancient Peoples and Places".

Grant, M. *The World of Rome*. New York, New American Library, 1960. Paperback, \$0.95.

Hamilton, E. *The Roman Way*. New York, Norton, 1932. Cloth \$6.75; paperback, \$1.60.

Hardy, W.G. *Our Heritage from the Past*. Toronto, McClelland and Stewart, 1964. \$2.90.

Hargreaves, R. *Beyond the Rubicon: A History of Early Rome*. New York, New American Library, 1966. Paperback, \$0.95.

This account would be especially useful as a background to Livy and Caesar.

Haskell, H.J. *This was Cicero*. New York, Knopf, 1942. Paperback, Premier Books, Fawcett Publication, \$0.75.

Although out of print at the time this bibliography was prepared, this book is a most useful account of Cicero's life.

Judson, H.P. *Caesar's Army*. New York, Biblo and Tannen, 1888, (reprinted 1961). \$3.95.

This book gives the details of organization, equipment, and strategy in Caesar's army.

McDermott, W.C. and Caldwell, W.E., ed. *Readings in the History of the Ancient World*.

New York, Holt Rinehart and Winston, 1965. \$6.05.

A source book which draws from a wide variety of origins, this might be useful for parallel reading to some historical accounts.

Mellersh, H.E.L. *Imperial Rome*. London, Weidenfeld and Nicholson, 1965. \$2.50.

This volume in the "Young Historian" series concentrates on the first century of the Empire.

Mellersh, H.E.L. *Carthage*. London, Weidenfeld and Nicholson, 1963. \$2.10.

This volume in the "Young Historian" series provides good background to the study of Livy.

Mills, D. *The Book of the Ancient Romans*. New York, Putman, 1937. \$4.50.

This general history contains much useful material, especially on the early period. It is aimed at secondary school students.

Petrie, A. *An Introduction to Roman History, Literature and Antiquities*. London, Oxford University Press, 1963. \$1.90.

Designed as a classroom text, this book could be a useful addition to a school or classroom collection.

Picard, G. *Carthage*. London, Elek, 1964. \$9.95.

This detailed account is illustrated with many fine photographs of works of art and of archaeological sites. It does not contain a great deal of material on Hannibal and the Punic Wars, but provides interesting background to the study of the conflict between Carthage and Rome.

Pike, E.R. *Republican Rome*. London, Weidenfeld and Nicholson, 1966. \$2.50.

The Republican period is well described in this readable account in the "Young Historian" series.

Robinson, C.E. *A History of Rome*. London, Methuen, 1935. \$3.50.

A readable general history, this book presents the basic facts without a great deal of detail.

Rostovtzeff, M. *Rome*. New York, Oxford University Press, 1960. Paperback, \$2.50.

This is a good general history of Rome which is useful for reference.

Scramuzza, V.M. and MacKendrick, P.L. *The Ancient World*. New York, Holt, Rinehart and Winston, 1958. \$10.45.

This is a good detailed general history of the Ancient period of Rome which is useful for reference.

Scullard, H.H. *From the Gracchi to Nero*. London, Methuen, 1959. Paperback, \$3.50.

This readable history of the transition from republic to empire would be a useful background to the literature of the classical period.

Street, J.M. and Chenevix-Trench, A. *Rome 753 B.C. - A.D. 180*. London, Blackie, 1963. \$3.15.

This is a useful history aimed at the secondary school level.

Taylor, L.R. *Party Politics in the Age of Caesar*. Berkeley, Cal., University of California Press, 1949. \$1.95.

This well-known study provides a good introduction to the political system in which Cicero and Caesar flourished.

Workman, B.K. *They Saw it Happen in Classical Times*. Oxford, Blackwell, 1964. \$6.00.

This valuable anthology of accounts contains a great deal of material.

Unstead, R.J. *Looking at Ancient History*. London, Black, 1959. \$2.10.

Although designed for the younger reader, this book has the advantage of providing a short, straightforward overview of the whole period.

Roman Life

Carcopino, J. *Daily Life in Ancient Rome*. London, Penguin Books, 1956. Paperback, \$2.95.

This readily available book is not illustrated, but presents a very useful account.

Church, A.J. *Roman Life in the Days of Cicero*. New York, Biblo and Tannen, 1966. \$3.50.

These sketches, based on Cicero's letters and speeches, are readable and provide a useful background.

Cowell, F.R. *Everyday Life In Ancient Rome*. London, Batsford, 1961. \$5.50.

This is one of the most useful accounts of the topic.

de Camp, L. *The Ancient Engineers*. New York, Doubleday, 1963. \$5.95.

The development of engineering from the time of the Egyptians to the mediaeval period is traced in this readable book.

Johnston, M. *Roman Life*. Chicago, Scott Foresman, 1957. \$11.55.

Covering most of the major fields of everyday life in Rome, this volume presents, with readable text and black and white pictures, a good introduction to the subject.

Kennedy, E.C. and White, G.W. *S.P.Q.R.* London, Macmillan, 1944. \$2.30.

This small book is designed for the beginner in Latin. It presents an outline history of Rome and its mythology as well as a vivid discussion of life in Rome in the early empire through the eyes of a young Roman boy.

Fowler, W.W. *Social Life at Rome in the Age of Cicero*. London, Macmillan, 1908, (reprinted 1963). Paperback, \$3.00.

This older book is still useful.

Gardiner, E.N. *Athletics of the Ancient World*. Oxford, Clarendon Press, 1955. \$12.50.

Harris, H.A. *Greek Athletes and Athletics*. London, Hutchinson, 1964. \$6.95.

While concentrating on the Greeks rather than the Romans, this study, and the one above, invite comparison of the differing attitudes of the Greeks and Romans towards athletic competitions.

Herget, H.M. *Everyday Life in Ancient Times*. Washington, National Geographic Society, 1951. \$7.00.

This attractive, well-known book deals with the civilization of Mesopotamia, Egypt, Greece, and Rome. It presents a series of articles and photographs as well as the central feature of the book, a series of vivid paintings of everyday scenes which have been reconstructed carefully.

Lamprey, L. *Children of Ancient Rome*. New York, Biblo and Tannen, 1960. \$3.50.

Lamprey, L. *Children of Ancient Gaul*. New York, Biblo and Tannen, 1960. \$3.50.

These two books provide, in a fictional framework, much valuable information about daily life.

Daniel, W.B. *Roman Private Life and Its Survivals*. New York, Cooper Square, 1924. \$3.75.

This older account is useful for the bridges it makes between ancient and contemporary ways of life.

Treble, H.A. and King, H.M. *Everyday Life in Rome*. Oxford, Clarendon Press, 1930. \$1.70.

This older book is still valuable as an introduction.

Language and Word Study

Nybakken, O.E. *Greek and Latin in Scientific Terminology*. Ames, Iowa, The Iowa State University Press, 1960, \$6.75.

This highly technical discussion of one specific use of Latin and Greek in the modern world may be useful for teachers and students for reference.

Pax, J.M. *Word Mastery for Students of Latin*. Glenview, Ill., Scott Foresman, 1965. \$1.55.

This workbook contains some interesting ideas and approaches. It could be a useful source of ideas and supplementary material.

Pei, M. *The Story of Language*. Philadelphia, Lippincott, revised edition 1965. Paperback, Mentor Books, \$0.95.

Posner, R. *The Romance Languages*. New York, Doubleday, 1966. Paperback, \$1.95.

Art and Archaeology

Brion, Marcel. *Pompeii and Herculaneum*. London, Elek, 1960. \$16.75.

This comprehensive account of the excavations is beautifully illustrated. The text is clear but detailed.

Ceram, C.W. *Gods, Graves and Scholars*. New York, Knopf, 1951. \$9.50.

This general account of the work of an archaeologist provides a most useful introduction to the subject.

Ceram, C.W. *The March of Archaeology*. New York, Knopf, 1958. \$18.50.

This well-illustrated account covers excavations in all parts of the world.

Curelly, C.T. *I Brought the Ages Home*. Toronto, Ryerson, 1956. \$3.50.

This autobiography by the man who guided the Royal Ontario Museum through its important, early years will be of special interest to students who have visited the museum. It is very readable and gives some idea of the problems faced by a museum curator on his trips around the world.

Grant, M., ed. *The Birth of Western Civilization*. New York, McGraw Hill, 1964. \$35.75.

This fine volume contains an excellent collection of illustrations, both in colour and in black and white, together with essays about Greece and Rome.

Grimal, P. *In Search of Ancient Italy*. London, Evans, 1964. \$7.70.

This readable book contains an account of archaeological research in Italy.

Hadas, M. *Imperial Rome*. New York, Time-Life Books, 1965. \$5.95.

A useful, general account of the period is presented together with some fine illustrations, especially of Roman painting.

Jashemski, W.F. *Letters from Pompeii*. Boston, Ginn, 1963. \$3.20.

This attractive book is based upon the archaeology of Pompeii and would hold special appeal for students beginning Latin.

Labane, Y. and E.-R. *Rome*. London, Nicholas Kaye, 1961. \$9.50.

This book contains a series of black and white photographs of Rome of all ages.

MacKendrick, P.L. *The Mute Stones Speak*. New York, St. Martins Press, 1960. \$8.50; paperback, New American Library, \$0.95.

One of the finest accounts of what archaeologists are attempting to do today. This readable book would have great appeal for students.

Mattingly, H. *Roman Coins*. London, Methuen, 1967. \$13.50.

This detailed, well-illustrated book examines numismatic evidence for Roman history.

Morton, H.V. *A Traveller in Rome*. London, Methuen, 1957. \$5.95.

This book is one of a well-known series. Especially appealing are many interesting anecdotes about Classical Rome.

Picard, G. *Living Architecture: Roman*. New York, Grosset and Dunlap, 1965. \$8.95.

While rather specialized, this book presents, through illustrations and text, a very useful account of the subject.

Rackl, H.-W. *Diving in to the Past*. New York, Scribners, 1968. \$4.90.

This volume is one of several which examines the new field of marine archaeology.

Silverberg, R. *Sunken History*. New York, Bantam, 1963. Paperback, \$0.50.

This popular account reviews recent work in marine archaeology.

Strong, D.E. *The Classical World*. New York, McGraw Hill, 1965. \$6.95.

This is a general survey of the subject with essays and illustrations.

Toynbee, J.M.C. *The Art of the Romans*. London, Thames and Hudson, 1965. \$9.25.

This volume, in the series "Ancient Peoples and Places", presents, through illustrations and text, a detailed account of the development of its subject.

Wechsler, H.J. *Gods and Goddesses in Art and Legend*. New York, Washington Square Press, 1961. Paperback, \$0.60.

This reasonably priced paperback shows how the various classical deities were represented in subsequent ages.

Wheeler, M., ed. *History was Buried*. New York, Hart, 1967. \$15.00.

This anthology presents a collection of original accounts of archaeological exploration.

White, A.T. *Lost Worlds: The Romance of Archaeology*. New York, Random House, 1941. \$5.00.

The achievements of archaeologists on four continents are imaginatively discussed in a narrative which communicates the author's enthusiasm.

Winslow, E.M. *A Libation to the Gods*. London, Hodder and Stoughton, 1963. \$6.60.

The aqueducts were one of the major accomplishments of the Romans. This book explores the topic in fascinating detail.

Mythology, Philosophy, and Religion

Armstrong, A.H. *An Introduction to Ancient Philosophy*. London, Methuen, 1947. Paperback, \$2.75.

Commins, S. and Linscott, R.N., ed. *Man and Man: The Social Philosophers*. New York, Washington Square Press, 1964. Paperback, \$0.75.

This anthology presents extracts mainly from classical philosophers.

Ferguson, J. *Moral Values in the Ancient World*. London, Methuen, 1958. \$5.10.

This book would be suitable for teachers and senior students, and especially valuable for the sections on the Roman period.

Grant, F.C., ed. *Ancient Roman Religion*. New York, Liberal Arts, 1957. Paperback, \$2.30.

Grant, M. *Myths of the Greeks and Romans*. New York, World Publishing, 1962. Paperback, New American Library, \$0.95.

Hamilton, E. *Mythology*. Boston, Little Brown, 1940. \$7.25. Paperback, New American Library, \$0.95.

This adult approach is detailed and readable.

Kirkwood, G.M. *A Short Guide to Classical Mythology*. New York, Holt Rinehart and Winston, 1959. Paperback, \$1.45.

Warner, R. *Greeks and Trojans*. East Lansing, Mich., Michigan State University Press, 1953. \$4.35.

The Trojan War is dramatized in this account in a format closer to a novel than to the usual mythological tale.

Zimmerman, J.E. *Dictionary of Classical Mythology*. New York, Bantam, 1964. Paperback, \$0.95.

Education and Teaching

Castle, E.B. *Ancient Education and Today*. London, Penguin Books, 1961. Paperback, \$0.95.

A useful comparison between ancient and modern practice is presented in this readable book.

Distler, P. *Teach the Latin, I Pray You*. Chicago, Loyola University Press, 1962. \$2.16.

This book contains many useful notes on teaching Latin.

Highet, G. *The Art of Teaching*. New York, Knopf. Cloth, \$6.50; paperback, \$1.90.

This popular book by a great classicist presents a fine discussion of its subject.

Incorporated Association of Assistant Masters in Secondary Schools. *The Teaching of Classics*. Cambridge, Cambridge University Press, 1961. \$3.00.

Although this discussion of the problems and methods of teaching Classics has considerable English orientation, it contains some valuable ideas.

Marrou, H.I. *A History of Education in Antiquity*. New York, Sheed and Ward, 1956. (Available in paperback, Mentor, \$0.95).

This well-known study of the subject goes into considerable detail, covering a wide area from Homer, through Plato and Rome, to the monastic schools of the Middle Ages.

Morris, S. *Viae Novae: New Techniques in Latin Teaching*. London, Hulton, 1966. \$2.75.

This book surveys Latin teaching today and puts recent developments in perspective.

Textbooks

The textbooks approved for use in Ontario are listed in Circular 14. The books in this section are intended for teacher reference rather than for regular use as classroom texts. They are listed here in order that teachers who wish to compare recent developments in Ontario with those taking place in other jurisdictions may do so.

Ashley, C.W. and Lashbrook, A.M. *Living Latin, A Contemporary Approach*. Boston, Ginn, 1967. \$6.65.

Burns, M., Medicus, C., and Sherburne, R. *Lingua Latina*. Milwaukee, Bruce Publishing, 1965. Vol. I, \$4.95; Vol. II, \$5.50.

These texts place great emphasis on pattern drills and practice.

Distler, Paul F. *Latin*. Chicago, Loyola University Press, 1961. Vol. I, *Beginning Reading*. \$5.40; Vol. II, *Progress in Reading*. \$5.40; Vol. III, *Forward in Reading*. \$5.40; Vol. IV, *Appreciation in Reading*. \$5.40.

This reading-oriented series provides some ideas which are appropriate for the new course in Ontario.

Hines, T. and Welch, E.J. *Our Latin Heritage*. New York, Harcourt, Brace and World, 1962. Vol. I, \$5.10; Vol. II, \$5.60; Vol. III, paperback, \$3.90.

A new, attractive series which presents a reading approach but with a number of traditional elements. Available also is a teacher's handbook for the text which has some good ideas about method.

Horn, A., Gummere, J.F. and Forbes, M.M. *Using Latin*. Glenview, Ill., Scott Foresman, 1961. Vol. I, \$5.30; Vol. II, \$5.10; Vol. III, \$6.60; *Classical Myths and Legends*, a reader for the second year, \$2.65.

These new texts present a reading approach. An especially interesting feature is the type of exercises through which new work is reinforced.

Kinchin Smith, F. *Teach Yourself Latin*. London, English Universities Press, 1948. \$1.65. In this edition, great emphasis is placed upon reading. The book would be mainly useful for supplementary material.

Morris, S. *A Programmed Latin Course*. London, Methuen, 1967. \$3.25.

This text uses a new technique but the general approach is rather conservative. It might be of some use for remedial work.

O'Brien, R.J. and Twombly, N.J. *Georgetown University Latin Series*. Chicago, Loyola University Press, 1962. Vol. I, *A Basic Course*, \$5.40; Vol. II, *Intermediate Course, Drills*, \$3.27; Vol. III, *Intermediate Course, Readings*, \$3.27.

This series presents a type of structural approach which stresses pattern drills in the early stages.

Oerberg, H.H. *Lingua Latina*. Copenhagen, The Nature Method Institute, 1965.

This new series presents a reading-oriented adaptation of a direct method. The entire text is in Latin. Translation is neither required nor encouraged, as the students are led to grasp meanings without translation.

Rawcliffe, R.G. *Basic Latin*. London, Ginn, 1966. 2 vols., \$2.40 each.

This new series provides some interesting ideas. Although oriented toward reading, the approach preserves some traditional aspects.

Sweet, W.E. *Artes Latinae*. Chicago, Encyclopedia Britannica Films, 1966. Level One, Book One, \$3.95; Level One, Book Two, \$4.45.

This new Latin series grew out of the author's *Latin, A Structural Approach*.

The basic textual material consists of a linear program of about 10,000 frames. Various supplementary materials are provided.

Thompson, G.S. and Craddock, C.H. *Latin*. London, Blackie, 1958. Vol. I, \$1.85; Vol. II, \$2.00; Vol. III, \$2.35; Vol. IV, \$2.75.

This series shows the direction which has been taken recently in England. The books contain more reading material than has been customary in the past, and yet a considerable amount of composition has been retained.

Ullman, B.L. et al. *Latin for Americans*. New York, Macmillan, 1962. Vol. I, \$5.80; Vol. II, \$5.95; Vol. III, O.P.

This is a new edition of an older text.

Wheelock, F.M. *Latin*. New York, Barnes and Nobel, 1956. \$2.75.

This introductory textbook is designed for college students. Concentrating on the reading of Latin, it provides many useful ideas for the new trend in Latin teaching.

Historical Fiction

Anderson, P.L. *A Slave of Catiline*. New York, Biblo and Tannen, 1930. \$3.50.

Anderson, P.L. *For Freedom and For Gaul*. New York, Biblo and Tannen, 1957. \$3.50.

Anderson, P.L. *Pugnax the Gladiator*. New York, Biblo and Tannen, 1939. \$3.50.

Anderson, P.L. *Swords in the North*. New York, Biblo and Tannen, 1935. \$3.50.

Anderson, P.L. *With the Eagles*. New York, Biblo and Tannen, 1929. \$3.50.

Church, A.J. *Lucius, Adventures of a Roman Boy*. New York, Biblo and Tannen, 1885 (reprinted 1963). \$3.50.

Costain, T.B. *The Silver Chalice*. New York, Doubleday, 1952. \$6.95.

Gale, E. *Julia Valeria*. New York, Putman, 1951. \$4.50.

Lamb, H. *Hannibal*. New York, Doubleday, 1958. \$5.95.

Powers, A. *Hannibal's Elephants*. New York, David McKay, 1944. \$4.22.

Sienckiewicz, H. *Quo Vadis*. London, Dent, 1941. \$2.65.

Sutcliff, R. *The Eagle of the Ninth*. London, Oxford University Press, 1954. \$1.50. Also available in paperback, \$0.95.

Sutcliff, R. *Outcast*. London, Oxford University Press, 1955. \$3.50.

Sutcliff, R. *The Silver Branch*. London, Oxford University Press, 1957. \$3.50.

Trease, G. *Word to Caesar*. Toronto, Macmillan, 1965. \$1.35.

Wallace, L. *Ben-Hur*. New York, Harper and Row, 1880, printing of 1957. \$7.50.

Wilson, B.K. *Beloved of the Gods*. Toronto, Longmans, 1966. \$1.50.

Wells, R.F. *On Land and Sea with Caesar*. New York, Biblo and Tannen, 1926. \$3.50.

Wells, R.F. *With Caesar's Legions*. New York, Biblo and Tannen, 1951. \$3.50.
 Wibberley, L. *The Centurion*. New York, Morrow, 1966. \$5.75.
 Wilder, T. *The Ides of March*. Scranton, Pa., Harper-Row, 1948. \$7.50. Paperback, Signet, \$0.75.

Materials other than Books

16 mm Films

One of the perennial problems in dealing with 16 mm films is that of availability. The following suggestions are of a general nature. There is no guarantee that there will be sufficient copies of the suggested film in any specific film library. For further information, the various film library catalogues should be consulted.

- Ancient Baalbeck and Palmyra*. Encyclopaedia Britannica Films, 1953. 10 mins. color.
Ancient Paestum – City of the Greeks and Romans. Coronet, 1964. 21 mins., color.
Ancient Rome. Coronet, 1949. 11 mins., color or black and white.
The Archeologist and how he works. International Film Bureau, 1965. 19 mins., color.
The Assassination of Julius Caesar. McGraw-Hill Textfilms, 1955. 27 mins., black and white.
 Walter Cronkite reports the event in the 'You are There' series.
Buried Cities: Pompeii and Herculaneum. International Film Bureau, 1962. 14 mins., color or black and white.
Classical Civilization, Lesson 1, The Spirit of Rome. Encyclopaedia Britannica Films, 1965. 29 mins., color.
Classical Civilization, Lesson 2, Emperor and Slave – The Philosophy of Roman Stoicism. Encyclopaedia Britannica Films, 1965. 29 mins., color or black and white.
Claudius: Boy of Ancient Rome. Encyclopaedia Britannica Films, 1964. 16 mins., color or black and white.
Decline of the Roman Empire. Coronet, 1959. 14 mins., color.
Four Views of Caesar. Film Associates of California, 1964. 23 mins., black and white.
 Four playlets show Caesar as seen by himself, Plutarch, Shakespeare, and Shaw.
Fra Iacobus. Film Associates of California, 1963. 15 mins., color or black and white.
 This animated film tells a Latin story.
Journey Into The Past. International Film Bureau, 1962. 21 mins., color or black and white.
Julius Caesar – The Rise of the Roman Empire. Encyclopaedia Britannica Films, 1966. 22 mins., color or black and white.
Julius Caesar. McGraw-Hill Textfilms, 1950. 33 mins., black and white.
 A condensed version of Shakespeare is presented by a professional cast.
Julius Caesar. Brandon Films, 1950. 90 mins., black and white.
 Charlton Heston is featured in this two part version of Shakespeare's play.
Pompeii and Vesuvius. Encyclopaedia Britannica Films, 1951. 11 mins., color.
 Actual scenes of eruption are shown, together with scenes from the ancient cities and modern Naples.
Rise of the Roman Empire. Coronet, 1959. 14 mins., color.
Roman Life in Ancient Pompeii. Sutherland Educational Films, 1962.
 A girl tells the story of life in Pompeii, as the camera goes through the streets of the excavated city.
Roman Mosaics in Anatolia. International Communications Foundation, 1960. 10 mins., colour.
 Anatolia provides the location for the many fascinating examples of Roman mosaic.

The Roman Wall. Coronet, 1956. 11 mins., color or black and white.
The Roman World. International Film Bureau, 1963. 23 mins., color.
Rome: City Eternal. Encyclopaedia Britannica Films, 1950. 11 mins., color and black or a white.
Treasure under the Sea. McGraw-Hill Textfilm, 1966. 24 mins., color.
Urbs Mea. Sutherland Educational Films, 1963. 11 mins., color.
Vita in Roma Antiqua. Encyclopaedia Britannica Films, 1964. 13 mins., color.

Filmstrips

Complete Series of Filmstrips

Section 1. Complete Series of Filmstrips.

Classical Age. Society for Visual Education, 1957. 48 – 57 frames each, color.

Titles: The Hellenic Greeks
 The Hellenistic Greeks
 The Roman Republic
 The Roman Empire

Living Legacy of Greece and Rome. Eye Gate House, 1967. 27 frames each, color. 2 – 33 1/3 records accompany the series.

Titles: Greeks and their Gifts
 The Heritage of Ancient Rome
 Ancient Rome Lives again
 Rome Then and Now

Rome – The Eternal City. Life Magazine, 1963. 65 – 84 frames each, color.

This series presents the history of Rome from the earliest times to the end of the 18th century. The first three in the series would have special interest to the Latin class.

Titles: Rome, Pt. 1, Kings and Consuls
 Rome, Pt. 2, The Emperors
 Rome, Pt. 3, The Early Christians
 Rome, Pt. 4, The Renaissance
 Rome, Pt. 5, 1600 – 1870

Roma Antiqua. Encyclopaedia Britannica Educational Corporation, 1967. 53 frames each, colour.

This series is the Latin version of the series mentioned above. It was designed specifically for the *Artes Latinae* program of the same publisher, but would have use for classes not using that particular approach.

Titles: Architectura Romana
 Magnae Res Gestae Imperi Romani
 Gaius Julius Caesar – Vir Reipoliticae
 Vita Romae Antiquae
 Duo Pueri Romae Antiquae

Ancient Rome. Encyclopaedia Britannica Educational Corporation, 1966. 53 frames each, colour.

This series uses sets from the motion picture "The Fall of the Roman Empire" as a background to depict daily life in ancient Rome, the major achievements of the Roman civilization, and the conditions under which Julius Caesar rose to power.

Titles: Architecture of Rome
 Great Accomplishments of the Roman Empire
 Julius Caesar – Politician and Dictator
 Living in Ancient Rome
 Two boys of Ancient Rome

Roman Way of Life. Society for Visual Education, 1965. 49–53 frames, color. 2–33 1/3 records with the series.

Titles: The People of Rome
 The Religions of Rome

Roman Architecture and Art
The Roman Communities and Home

This series uses color photographs to illustrate the various themes, drawing examples from different parts of the Roman world.

Individual Filmstrips

Ancient Rome. Informative Classroom Picture Publishers, 1947. 32 frames, black and white.

Chief Roman Dieties illustrated with coins. Library Filmstrip Center, 1967. 50 frames. Color 33 1/3 record.

Christmas Songs in Latin. Society for Visual Education, 1963. 18 frames, color.

In the series "Christmas Songs in Foreign Languages", 2-33 1/3 records accompany the series.

Life in Ancient Rome. Eye Gate House, 1967. 50 frames, color. From "Life in other Times" series.

Life in Ancient Rome. McGraw-Hill Textfilms, 1954. 40 frames, color. In the series "Life in Ancient Times".

Roman Architecture. Visual Productions, n.d. 53 frames, black and white. From "The Appreciation of Architecture" series.

Roman Art. Budek, n.d. 40 frames, black and white. From the series "The History of Western Art".

Roman Theatre of Orange. Communication Materials Exchange, 1957. 51 frames, color.

Rome - The City. Encyclopaedia Britannica Films, 1958. 50 frames, colour. In the series "Cities of Europe". Presents Rome as it is today.

The Twelve Caesars. Library Filmstrip Center, 1967. 48 frames, color, 33 1/3 record.

Wall Maps

Series of Maps

AGOSTINI SERIES

This Italian cartographic company produces bright clear maps with a Latin text. Colors are attractive and softer than those found on some maps. Canadian agent for the Agostini series is Jack Hood School Supplies, Stratford, Ontario.

Ancient Italy. Serial no. M91. Size 55" x 73". Scale. 13 miles per inch. This map is of more general interest than the foregoing. It shows both the traditional divisions of Italy and those established by Augustus.

Ancient Rome. Serial No. M94. Size 72" x 54". Scale. 0.6 miles per inch. This map is probably the most detailed of the available maps of the city of Rome.

Central Italy in Roman Times. Serial no. DAG155. Size 76" x 55". The sheet includes a main map and two inserts - one of the area around Rome, the other of the Naples region.

Italy before the Social War. Serial no. M92. Size 54" x 72". Scale. 13 miles per inch.

Presenting rather a specialized aspect of the development of Italy, this map would be of special interest in studying the early development of Rome.

Roman Empire 241 B.C. - A.D. 150. Serial No. M90. Size 68" x 55". Scale. 55 miles per inch.

The map illustrates the expansions of Roman control in the four centuries between the Punic Wars and the conquest of Dacia.

BREASTED – HUTH – HARDING SERIES

These Denoyer – Geppert maps are somewhat smaller than many others, but they are large enough for most classrooms. They are more economical than most maps listed in this section.

Each map measures 44" x 32". The series extends from the earliest times up to the present day. The following would be of most interest to teachers of Latin. Canadian agent for the series is Jack Hood School Supplies, Stratford, Ontario.

Ancient Italy. Serial no. B11. Scale. 26 miles per inch.

This sheet presents two maps side by side. One shows the tribal divisions of Italy in 500 B.C., the other the effects of Roman domination of Italy by 90 B.C.

Growth of Roman Power in Italy. Serial no. B12. Scale. 26 miles per inch. A series of small maps traces the expansion of Rome in Italy up to the time of the Punic Wars. This is a specialized series and might be of less general use than many others.

Ancient Rome. Serial no. B13. Scale. 10 miles per inch.

Two maps show Republican and Imperial Rome.

Conquest of the Mediterranean. Serial no. B14. Scale. 160 miles per inch.

The sequence of maps traces the expansion of Rome from the Punic Wars until the conquest of Gaul.

Caesar's Gaul. Serial No. B15. Scale. 25 miles per inch.

The map extends from Rome to the coast of Britain. It would be an excellent accompaniment to the reading of the Gallic Wars.

Roman Empire in the Time of Augustus. Serial no. B16. Scale. 80 miles per inch.

This would be a very useful general map.

CRAM WORLD HISTORY SERIES

The following maps have bright colors and an uncluttered appearance. They present generally less information than most series. Canadian agent for the Cram World History series is Nor-Ed. Supplies Ltd., P.O. Box 625, North Bay, Ontario.

Caesar's Conquest of Gaul, 58 – 50 B.C. Serial no. 125.

General Reference Map of the Roman World. Serial no. 1011.

General Reference Map of Ancient Italy. Serial no. 1006.

The Mediterranean World in 264 B.C. Serial no. 1007.

The Rise and Growth of Christianity to 325 A.D. Serial no. 1010.

The Roman World, 14 A.D. Serial No. 1008.

The Roman World, 117 A.D. Serial no. 1009.

The Roman World, 337 A.D. Serial no. 128.

KAMPEN SERIES

These well-known maps from Germany are characterized by a thick black border. They are generally larger than most series. Place names are in Latin. The maps are somewhat less colorful, but more informative than some others. Canadian agent for the Kampen series is Jack Hood School Supplies, Stratford, Ontario.

Ancient Gaul. Serial no. K93. Size 72" x 60". Scale. 12 miles per inch.

A detailed picture of Gaul in the time of Caesar makes this an invaluable accompaniment to the study of the Gallic Wars.

Imperial Rome. Serial no. K90. Size 81" x 70". Scale. 47 miles per inch.

This map shows the Roman Empire at its greatest extent, with insets showing the various stages of its growth.

Classical Italy. Serial no. K91. Size 62" x 68". Scale. 12 miles per inch.

This large scale map shows the tribal divisions of Ancient Italy, along with the normal features of a map.

NYSTROM SERIES

The following maps are available from Albert Meyer, Oakville.

Gallia. Serial no. HL93. Size 70" x 61".

Imperium Romanum. Serial no. HL90. Size 82" x 69".

Italia. Serial no. HL25. Size 62" x 68".

Individual Maps

Pictorial Map of Mediterranean Mythology and Classical Literature. Denoyer Geppert. Serial no. S36aL-14. Size 64" x 44".

This map contains numerous reference to legends and literature, including journeys of Ulysses, Aeneas, and Jason. Available from Jack Hood School Supplies.

Reference Map of the Roman World. Nystrom. Serial no. KW5. Size 50" x 38".

Available through Albert Meyer, Oakville.

Roman World to about 150 A.D. Weber Costello.

This colorful map includes seven inset panels showing the development of the Roman Empire. Available from Moyer Division, Vilas Industries.

Other Maps

Both colored and outline desk maps are available for student use on 8 1/2" x 11" paper. Frequently a map publisher has wall maps available as overhead projector transparencies. As this is an expanding field, teachers should refer directly to publishers' map catalogues.

Study Prints

The following prints measure 13" x 18" and feature pictures of ancient monuments in their present state, with overlays showing the reconstruction of the building to its original appearance.

Historical Reconstructions of Rome. Encyclopaedia Britannica Educational Corp.

The set includes pictures of seven buildings together with a study guide suggesting uses for the set.

Historical Reconstructions of Pompeii. Encyclopaedia Britannica Educational Corp.

The set includes four illustrations and a study guide.

Documents

Few documents from the classical period are readily available in their original form, and, in any case, the skill required to read them is generally beyond the secondary school student. The following collection however would be a valuable introduction.

Hadrian's Wall. Compiled by David and Pauline Jones. London, Jonathan Cape. 1968. (Toronto, Clarke, Irwin) No. 41 in the Jackdaw Series.